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ABSTRACT

This monograph, the third in a series of four volumes, describes a study designed to discover and interpret the home conditions under which young children in the English-speaking Caribbean islands, especially the underprivileged, are nurtured. The main purpose of this volume is to document the process by which data have been collected in order to provide a model for similar studies in other developing countries. In section 1, detailed documentation of the project work plan is given, and study activities as conceived by the project team are reported. Section 2 shows what steps were taken to implement these plans. Sections 3 and 4 focus on the strategies developed for collecting data, selecting and training interviewers, and coding information. Finally, section 5 briefly outlines study limitations and problems. Forms designed to guide the research team in their search for relevant reading materials are appended along with an outline of and rationale for the selection and training of interviewers. (MP)

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LIFE STYLE STUDY

CHILDREN OF THE LESSER WORLD
IN THE
ENGLISH-SPEAKING CARIBBEAN

Volume III: Dynamics Of The Study

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George Alexander
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FOREWORD

My interest in and support of this Monograph -- Volume III of the Life Style Study -- are based on three considerations and three beliefs.

First consideration: Although in the Caribbean there is some general information on the quality of the environment of poor children, "there is insufficient knowledge and understanding of what aspects of the children's environment are significant for early childhood education."⁺ This lack of information based on empirical investigation has resulted in a severe handicap to both those who would teach and those who would learn about the subject of early childhood education. It has resulted, also, in heavy reliance on the findings of British and American researchers in the field, and whenever wholesale application of these have been made to Caribbean children -- especially those from underprivileged homes -- doubtful inferences and conclusions have been drawn.

The Second: During the last decade the need for the study of the home environment of the underprivileged in the Caribbean has increased mainly because the governments in the region have become more concerned about the care and education of the young child in their society. This official interest and commitment throughout the region are due to the activities of the Project for Early Childhood Education (PECE) between 1966 and 1972; followed by the influence of the Centre for Early Childhood Education (CECE) which has been conducting different kinds of regional training sessions for different levels of early childhood personnel since 1973.

⁺ Grant, D.R.B. Life Style Study: Children of the Lesser World in the English-speaking Caribbean: Vol I: The Literature in Retrospect. The BVLFC Centre for Early Childhood Education, Mona, Kingston 7. 1980.

During the development of the former Project it was necessary for me to undertake A Study of the Living Conditions of Some Basic School Children⁺ in order to achieve one of the objectives of the Project -- "to develop, experimentally an appropriate curriculum for early childhood" (in Jamaica).

The third: With early childhood education being offered as an area of specialisation in 65% of the Teachers' Colleges in the Caribbean and with the advent of the B.Ed degree in Early Childhood Education (the Van Leer Programme) in the School of Education, U.W.I. it became clear that there was need for more knowledge and understanding of the care and development of the children of the region in order to make the "child development" courses more realistic, more appropriate, and more relevant to the actual life style(s) in the region.

These three considerations strengthen my beliefs in the relationship between home environment and the educational, and psycho-social development of the child.

Firstly, if the school is to give deprived children enrichment to compensate for deficiencies in early cognitive and affective development and stimulation, educators must be provided with information (based on empirical evidence) on the "settings" in which these children live.

⁺ Grant, D.R.B. Living Conditions of Some Basic School School Children: Pointers to Disadvantage.
Bernard Van Leer Foundation, PECE, Mona, U.W.I., 1974.

Secondly, if the curriculum (matter, method, materials) is to help these children develop a pro-school attitude, as well as their innate potential, it must be "based on diagnosis of the needs of the individual and the group it is intended to upbuild in motivation, confidence, and experience.*

Thirdly, if provision is to be made for parental involvement (relevant to them) in the education of their children, it is necessary to have research information on the status and process of parent-child interaction, and on parental attitude toward education.

Because of these considerations and beliefs, I discussed with the Executive Director of the Bernard Van Leer Foundation the imperativeness of a study of the life style of some underprivileged children in the English-speaking Caribbean Islands. A Proposal was submitted in 1979. In recognition of early childhood education in the region and its possible effects on later educational growth; and also as their contribution to the International Year of the Child in the region, the Foundation decided that CECE should conduct a survey designed to explore for material on the living conditions of some Caribbean underprivileged 0-3 year olds.

The first task in planning a study like this is to have a precise definition of the objectives of the questionnaire. Mr. George Alexander in giving the Principles for Determining the Format of the Interview Schedule observes that "All questions on the Interview

* Grant, D.R.B. Early Childhood Education: Training Teacher Trainers and Para-Professional Teachers. Jamaica Publishing House & Bernard Van Leer Foundation: 97 Church St., Kingston, Jamaica. (In press).

Schedule should provide information on the context in which the child develops rather than on the child's development" (p.33). In order to determine and decide on the "Variables that have been traditionally used to assign social status to people" (p. 40), and that are likely to influence the development of the children in the Target Areas, it was necessary to examine some of the literature which provide evidence of "poverty of environmental stimulation at an early age."

One of the aspects of home environment with which early investigators were concerned was the occupation of the father as a reliable measure of the socio-economic status of the home. When Williams⁺ devised the "Whittier Scale for grading home conditions" he included five features (necessities, neatness, size, parental conditions, and parental supervision) to be rated on the basis of an interview with the parent in the home. It will be noted that the socio-economic factor as understood today was not included in the scale. Later, Chapin^{*} introduced cultural factors in his instrument with emphasis on "the position that an individual or the family occupies with reference to the prevailing standards of cultural possessions, effective income, material possessions and participation in group activity of the community."

⁺Williams, J.H. "The Whittier Scale for Grading Home Conditions." Journal of Delinquency. Vol. I, 1916, pp 271-286.

^{*}Chapin, F.S. "A Quantitative Scale for Rating the Home and Social Environment of Middle Class Families in an Urban Community." Journal of Educational Psychology, Vol. XIX, 1928, pp 99-111.

To continue the broadening of the scope of the term "home environment" Chapman and Sims⁺ developed a score card which included questions on occupation of father, parents' education, number of books in the home, news-papers and magazines taken, and material possessions such as telephone, car, piano, etc. But one of the most important measures of home background was Leahy's^{*} Minnesota Home Status Index which provided a "home profile" with standard scores on "cultural status, education of parents, economic status, occupational status, sociality and children's facilities."

In Stability and Change in Human Characteristics, Bloom[†] confirmed the findings of Wolf,[§] and Dave[&] on the existence of consistent and significant relationships between "family process variables and the behaviour patterns and cognitive development of the child."

⁺ Chapman, J.C., and V.M. Sims. "The Quantitative Measurement of Certain Aspects of Socio-Economic Status", Journal of Educational Psychology, Vol. XVI, 1925, pp 380-390.

^{*} Leahy, A.M. Measurement of Urban Home Environment. Minneapolis, Minnesota: University of Minnesota Press, 1936.

[†] Bloom, B. Stability and Change in Human Characteristics. New York: Wiley, 1964.

[§] Wolf, R.M. "The Identification and Measurement of Environmental Process Variables Related to Intelligence". Doctoral Dissertation, University of Chicago, 1964.

[&] Dave, R.H. "The Identification and Measurement of Environmental Process Variables that are Related to Educational Achievement". Doctoral Dissertation, University of Chicago, 1963.

Using these sources, as well as the Life Style Monograph, Volume I, as guides, the draft Interview Schedule (PAINTS) was constructed. Mr. George Alexander applied his research skill and competence to the refinement of the final version of the schedule. In so doing he distinguished and included four broad types of significant variables:

- (i) Demographic characteristics of the household;
- (ii) Social environment of the household;
- (iii) Activities of the household family;
- (iv) Opinions and attitudes of the householder.

Mr. Alexander's capability as a researcher strengthened by Dr. Elsa Leo-Rhynie's indepth knowledge of child development, contributed greatly to the methodology of the survey. This is clearly reflected in the Cybernetic Model (p. 19), and in Section IV.

A point of significance must be mentioned. As designed, the study was scheduled to be completed by 31st March, 1981 (p. 10, Diagram C). However, we have learned that a research exercise that covers several islands as widely scattered as are the Target Areas in this Study, requires about twice the time envisaged for a similar study conducted on a mainland only.

Already there is international interest in the research activities of the study and in the instrumentation.

Mr. George Alexander in his lucid presentation in this Volume III: The Dynamics of the Study, has described the track record of the tool and methodology of the study, "so that a model of the process(es) is available at the end" (p. 41).

D.R.B. Grant

1981

ACKNOWLEDGEMENTS

This Monograph, Vol. III, titled: DYNAMICS OF THE LIFE STYLE STUDY, is the third in the series. Its main purpose is to document the process by which such data have been collected, so as to provide a framework or model for similar studies in other developing countries.

Many people contributed to the development of the procedures described in this Monograph.

I am indebted to:

D.R.B. Grant, Director: CECE, and Project Coordinator for his contribution to the development of the Schedule of activities, and for making the initial contacts with the Ministries of Education, and for selecting the Interviewers;

Elsa Leo-Rhynie, Research Fellow, School of Education UWI, for her collaboration in every aspect of this phase of the data-gathering process, including training the Interviewers and monitoring some of the field work in Jamaica;

The Ministries of Education in the Target Areas, for granting permission to the selected members of their school, Teachers' Colleges and Inspectoral staffs to be engaged in the Life Style Study "without reservation."

The Interviewers -- those in the Pilot Study, and those in the full-scale survey -- for devoting so much of their time, often at great sacrifice, to the whole exercise;

The householders who "cooperated fully" with the interviewers, and who even volunteered some information not sought after by questions in the Interview Schedule.

George Alexander
1981

SECTION I

THE WORK-PLAN

In Volume I of the Life Style Study series it is observed that the effects of people, places and things on the development of the child will vary from environment to environment. This Monograph sets out to give an outline of the dynamics employed to ascertain some of these variations in different environments in the English-Speaking Caribbean.

The theory that specific characteristics of the environment have the potential for influencing the psychological adaptation of the young needs to be validated in the region. It is hoped that the procedure adopted for gathering the data in connection with this Life Style Study will yield material that will contribute to future validation-oriented research activities.

In the "Literature in Retrospect" (Volume I) it is conjectured that the main differences among the privileged and the deprived are due to variations in the socio-economic status of the householder/breadwinner of the family environment. In Volume II an effort is made to highlight those dimensions of the Target Areas (islands) which are likely to have some impact on the development of the "behaviour setting of each island population as a whole, and consequently on the children." This Volume III is intended to give a description of the dynamics of data-gathering in connection with what it is hoped will be the phase of the Life Style Study that will provide the information needed to understand and provide for the cognitive, affective, and self-awareness development of the underprivileged child in the region.

A. Objectives:

The Life Style Study was designed to be an eighteen months project, but it is hoped that the findings will raise questions that will necessitate the designing of a longitudinal study which will permit a follow-through of this cohort of children.

Basically, "the Life Style Study sets out to discover and interpret, for educational purposes, the house conditions under which children, especially the underprivileged, are nurtured." The objectives as defined in the Proposal may be divided into short-term aims which refer to the immediate activities of the Study, and the long-term aims which point out the directions that other activities might take in order to seek answers to questions that surface as a result of the realisation of the short-term aims.

(i) Short-term Aims:

- (a) To collate, through library research, existing data on the circumstances that influence the development of these children;
- (b) To collect data on the 0-3 year-old English-speaking Caribbean child, in areas such as birth experience, parent attitudes and home conditions that may affect the child's cognitive and affective functioning as well as his self-awareness;
- (c) To collect data on the nature and range of the social interaction of the child with his peers and caretakers;

- (d) To indicate from the data collected, some aspects of the child's life-style which are most clearly related to his/her early development and educational performance (progress);
- (e) To provide material for publication of Monographs on the experiential development of these children, now and in the future.

(ii) Long-term Aims:

- (f) To provide students both in the Van Leer Programme⁺ and at Teachers' College level with information that will help them make curriculum relevant and appropriate to the needs and development stages of these children;
- (g) To provide data from which to formulate hypotheses which will form the basis for further investigation on the development of the underprivileged child in the English-speaking Caribbean;

⁺ The Cert.Ed and B.Ed Courses in Early Childhood Education in the School of Education, U.W.I., Mona.

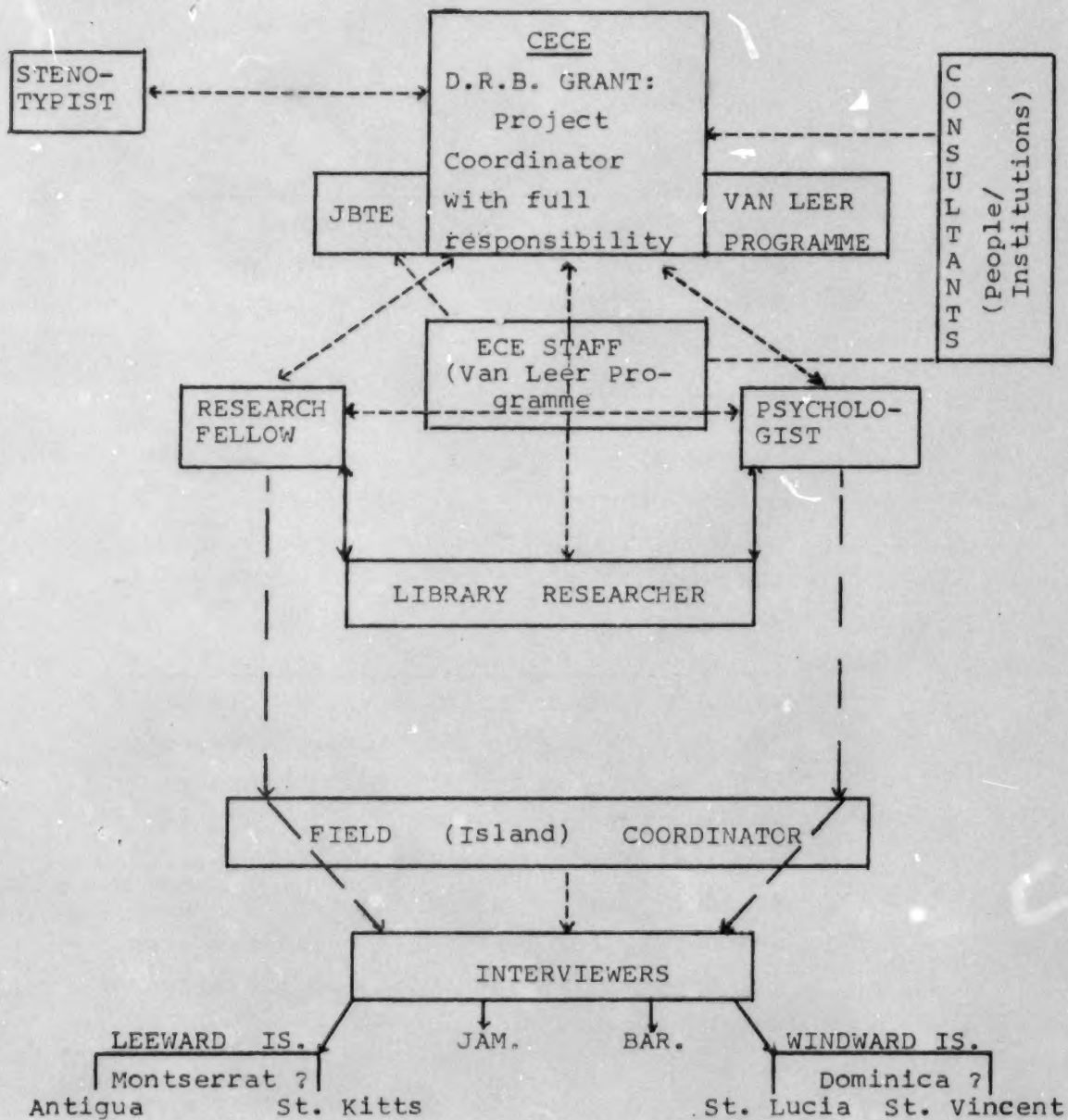
- (h) To develop and document the plans for, techniques of, and experience in this study so that a model of the process(es) is available at the end.

It will be observed that both the short-term and the long-term aims are in the main directed toward discovering what experiences the underprivileged English-speaking Caribbean child has had between the age of 0-3 years, and of increasing and enriching the knowledge and understanding of everyone concerned with the education and care of this child, with a view to helping them provide adequately for the realisation of the child's innate potential.

B. Staff:

At the preliminary planning of the Study, it was proposed that the staff of the project would consist, at base, of an educator with a good teacher-training and development background who would be the Project Coordinator, a Psychologist - most likely the lecturer in Early Childhood Education in the Van Leer Programme, and a Social Anthropologist. Additionally, there would be part-time field coordinators in the islands, as well as part-time coders, and part-time interviewers selected from Teachers' College students and the Van Leer Programme students.

Diagram A shows the composition of the management and implementation team as envisaged during the preliminary planning stage of the Study.

DIAGRAM AManagement and Implementation Team

The Diagram shows that:

- (i) CECE was the agency responsible for the administration of the study, and the Director would have ultimate responsibility for organising its implementation.
- (ii) The Joint Board of Teacher Education and the Van Leer Programme would collaborate with CECE by providing the Field Coordinators and Interviewers.
- (iii) The CECE Lecturer in the School of Education, Mona, would be involved in the study by co-authoring the findings of the Library Researcher, and participating generally in other aspects of the study.
- (iv) The Research Fellow and the Psychologist were contracted to: (a) develop guidelines for, and supervise the Library Research, (b) monitor the coding of the Library Research, (c) collaborate with CECE in developing and field testing the Interview Schedule, coding and interpreting the responses, (d) training the Interviewers, (e) supervising the coding and analyses of the responses.
- (v) The Consultants would include staff members from other faculties of UWI, Harvard Graduate School of Education, and The Institute of Child Study, Toronto University.

The Project Coordinator, the Research Fellow and the Psychologist and the ECE Lecturer would consult with these institutions and other people re the development of the instrument, and relate the findings of this study to studies undertaken by them elsewhere.

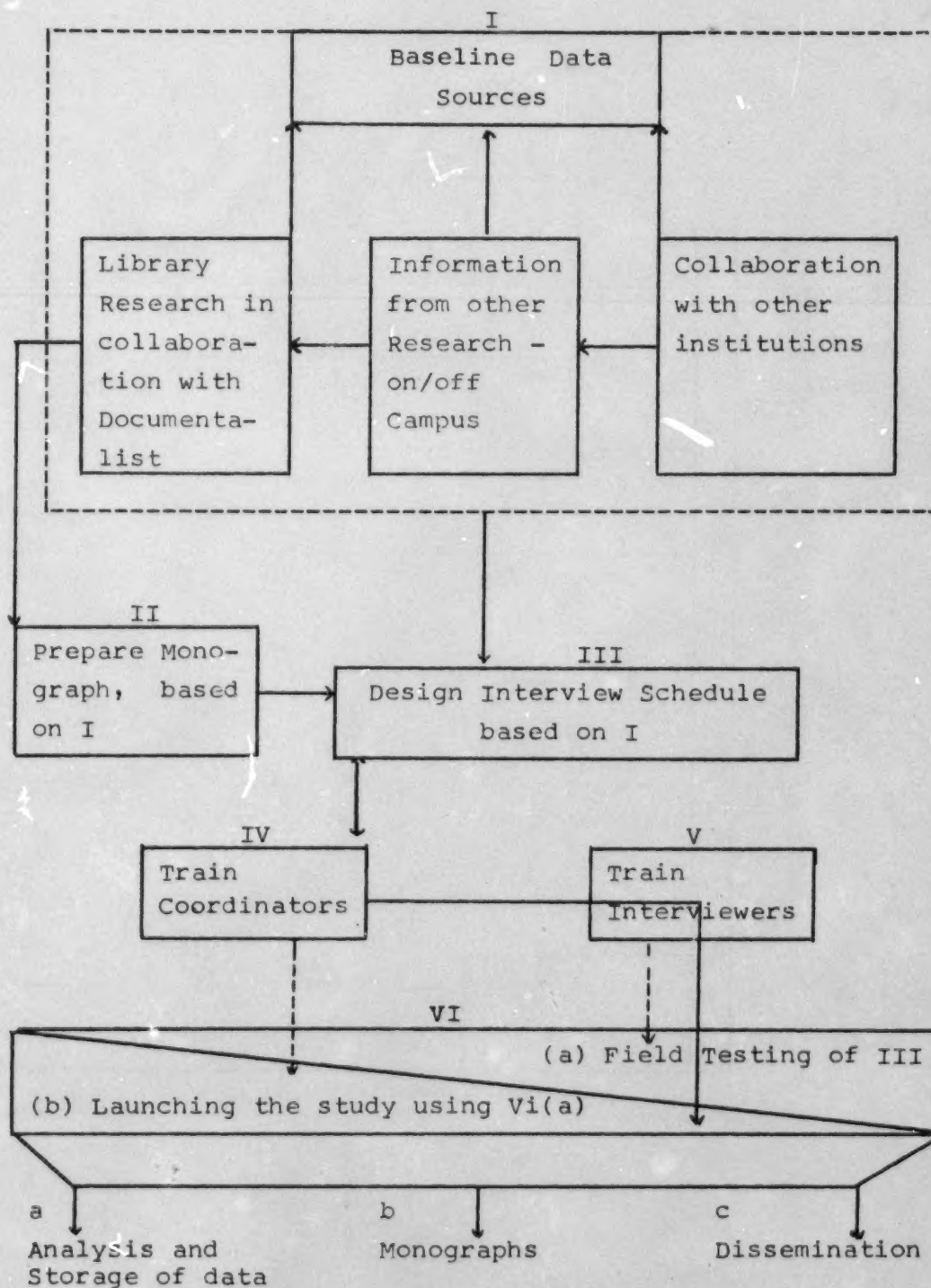
- (vi) The Library Researcher would work very closely with the Documentalist (School of Education) who would help to locate the materials. She was expected to complete the assignment in six months, working full-time.
- (vii) The Field Coordinators would be selected from the staff of Teachers' Colleges (JBTE) in the different islands. They would be trained by the Research Fellow and the Psychologist, after which, they would be expected to (a) train the Interviewers (under the supervision of, and supported by the Research Fellow and the Psychologist) and (b) supervise the work of the Interviewers, and (c) score the responses of the interviewees.
- (viii) The Interviewers would be selected from students of the Teachers' Colleges and the Van Leer Programme.

C. Project Operation:

The operation outlined below was designed to complement Diagram A and was based on the premise that the "study must be delimited in such a way that it will not be necessary to collect any more data, or involve any more people than will contribute to the reliability of the data." Diagram B summarises what was considered an adequate and feasible Project Operation for achieving the objectives of the study.

DIAGRAM B

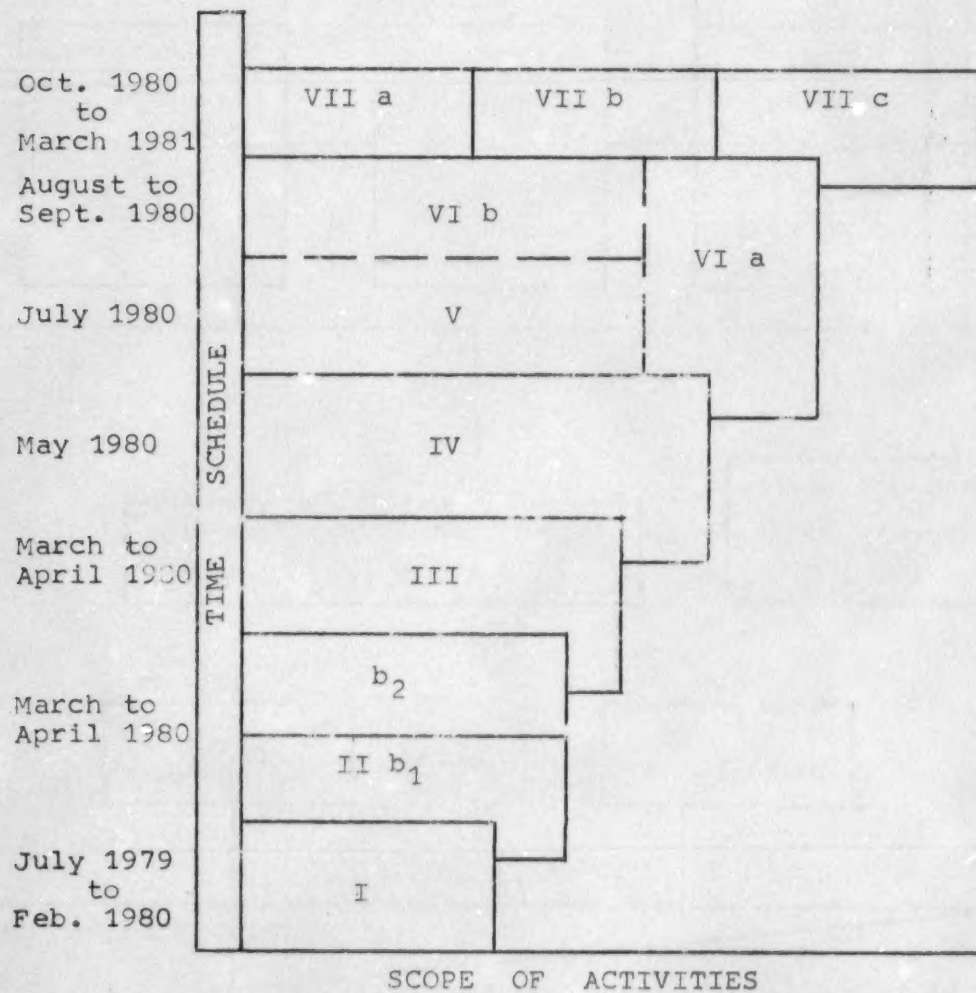
Model of Project Operation



With a view to making every effort to keep the "operation" to the time frame of 18 months, the following work-schedule (Diagram C) was drawn up by the team:

DIAGRAM C

Work Schedule



Explanation of Diagrams B and C

Activity I:

- (a) The Documentalist was to begin selection of relevant materials, in July, 1980.
- (b) The Library Researcher was to be appointed, and she was expected to work full-time on the relevant references for six months, beginning September, 1981.
- (c) The Research Fellow and Psychologist in consultation with the Project Coordinator were to prepare the guidelines for (b), to provide some structure for the reading.
- (d) The Project Coordinator, Research Fellow and Psychologist were to consult with other faculties, and institutions/individuals (p. 5(v))

Activity II:

- (a) The Library Researcher was expected to submit her report (II.1) -- this was to be discussed by Project Coordinator, Research Fellow, Psychologist.
- (b) The ECE Lecturer, assisted by the Project Coordinator, would write the Monograph, Volume I (IIb.2) based on (a) above.

Activity III:

- (a) The first draft of the Interview Schedule would be prepared.
- (b) A member of the Team would consult with institutions (p. 5(m)) re this draft.

Activities IV & V:

People selected to monitor and administer the Interview Schedule would have to be trained (IV), (V) not only to use the instruments so that reliability might be established between interviewers, but also how to establish an open and honest communication between interviewer and respondents.

The field Coordinators (IV) would be trained (a) in Barbados, (b) in Jamaica, respectively. In the course of their training they would do some field-testing (VII a) of the instrument and learn sampling techniques. On return to their respective island, each field Coordinator would select, and train the Interviewers, (V). The Research Fellow, the Psychologist and the Project Coordinator would each join a different field Coordinator in his/her training session, on site, for his/her Interviewers and would help in the selection of the sample for the study. In the course of this training (IV), field-testing, (VI a) of the instrument would be one of the activities.

Activity VI a:

The field-testing of the Interview Schedule would be subject to standard procedures.

Activity VI b:

The interviewers would be expected to spend August to September, 1980 doing the household interviews.

A detailed documentation of the Work-Plan and the Schedule of Activities as conceived by the Project Team has been presented in this Section. The next Section will show what steps were taken to make these plans implementable.

SECTION II

PREPARATION FOR THE STUDY

This study was intended to investigate the "process and status" of the human setting in the home environment of the English-speaking Caribbean 0-3 year olds. The Work-Plan described in Section I constitutes what was conceived by the Project Coordinator at the time of staffing the Proposal as the means by which these objectives would be achieved. However, consequent on his exploratory visits to the islands, in connection with the study, and the follow-up discussions with the Research Fellow and the psychologist based on the realities of the situation in which the study was to be conducted, that Work-Plan had to be re-examined.

Tasks Involved

Because of the necessary shifts in the use of personnel at base and in the field it was imperative to redefine the tasks to be undertaken for the study. Diagram C shows the "Hierarchical Model of the Project Operations."

Hierarchical Model of Project Operations

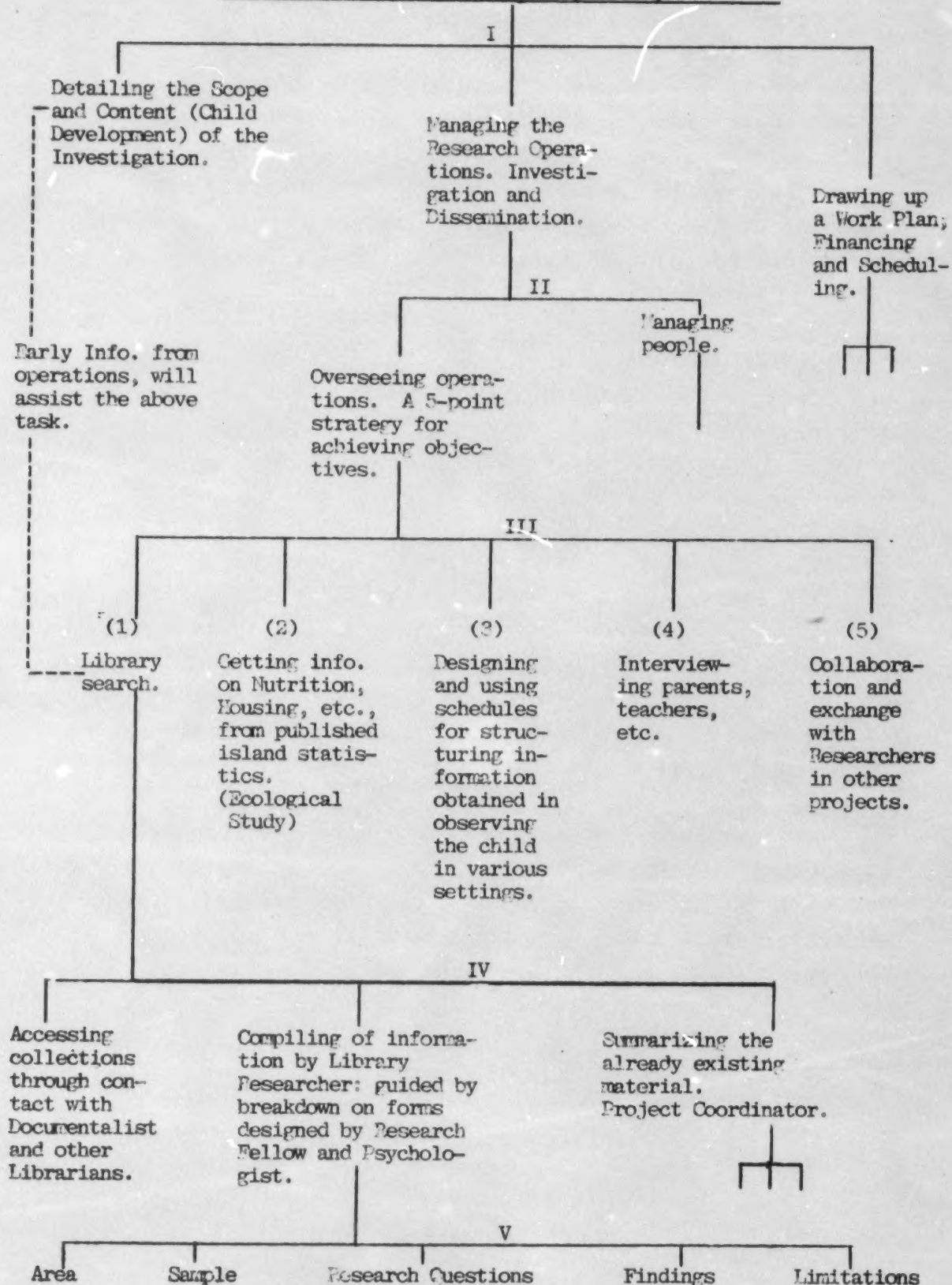


Diagram C outlines a five-point strategy for achieving the project objectives. They are identified on Level III as (i) library research, (ii) getting information on nutrition and housing from published material, (iii) designing and using schedules for structuring information observed in various settings, (iv) interviewing parents/caretakers and teacher of the children, and finally (v) collaborating with researchers in other projects.

Only the first step, library research, is further detailed in the diagram. The broken line leading to the upper levels shows how early information gleaned from the library search helped the managing team in detailing the scope and content of the study. They were then able to draw up a work-plan, and organize the financing and scheduling of the project.

The Level IV shows that the material collected by the library researcher was assessed with the help of a documentalist and other librarians. The researcher also compiled the material collected, using a guide consisting of the format designed for this purpose by the Research Fellow and the Psychologist. (See Level V and Appendix I).

The final area of responsibility for the library researcher (as outlined on the right hand column of the fourth level of the diagram) was to summarize the already existing material on the subject with a view to publishing Monograph Volume I,⁺ and use it as material for lectures on Early Childhood Education.

⁺ Grant, D.R.B. op.cit

The other steps (3), (4) and (5) in the strategy for achieving the project objectives are not broken down on the Diagram. These will be detailed in other Monographs resulting from other anticipated phases of the study.

As the project developed it was broken down to a four phase operation. Phase I was to be a study of the life style of 0-3 year old, English-speaking Caribbean children; Phase II, a study of the environment of these children one year later; Phase III, a re-examination of the sample another year later, and in Phase IV the sample would be examined once more. The age ranges for each stage would be 0-3 years, 1-4 years, 2-5 years and 3-6 years. Correlations of certain aspects of the Life Style in the home environment with prescribed areas of cognitive and/or affective development and competence would be studied and published.

This proposal that a select group of the Phase I children be studied for an additional three years would mean that the infant from Phase I would at the end of the study be about to enter Nursery or Basic schools, and the 3-year old from Phase I would be at the upper age limit (6 years) defined by the project. This would enable the research to provide information not only about the restricted home context of the 1-3 year old, but also about the school and other social environment to which the 4-6 year-olds have been exposed.

The Cybernetic Model

Since this Monograph would be concerned with task number three on Level III of Diagram C, it was necessary to determine the operational model that would best serve the purpose of the activities at this Level.

In order to detect any areas which were not feasible in the operations and also to identify any potential problem areas related to the flow of information, a "pre-operation" cybernetic analysis was done, and decision was taken to adopt Beer's Model.

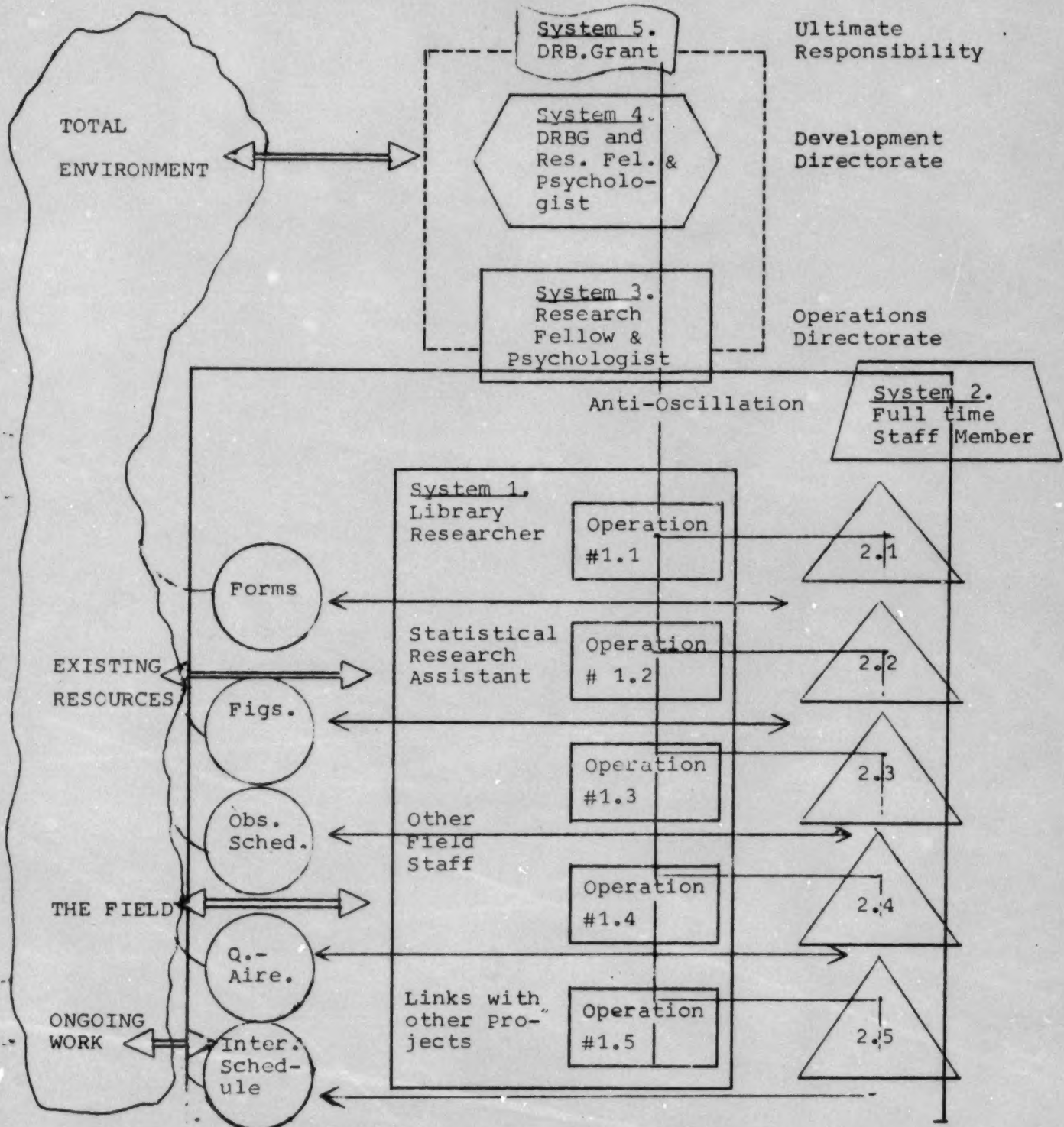
The model, shown in Diagram D is a representation of organizational structure pioneered by Stafford Beer⁺. Beer does not show project structure on a hierarchical chart, since, he contends, such charts merely serve to allocate blame by pinpointing responsibility. For him it is more useful to represent each individual in terms of his role as a component in a functioning system.

That which relates individuals in such a system is the flow of information. The lines on the Diagram show the paths of information flow - in for decision-making and out for effecting the courses of action decided on. The nature of the job function at each of the five levels is also indicated.

⁺ Beer, S. The Heart of Enterprise - Wiley, N.Y. 1979.

DIAGRAM D

Project Organisation. Overall Cybernetic Model
(Staffing and Structure)



An examination of the Model (Diagram D) will highlight five main points:

- (1) The Research Fellow and Psychologist had to try to monitor operations (systems 2) as well as function as (system 3) Operations Directorate.
- (2) The meeting with system 5, when functioning as system 3, as well as working in system 4, were handled as a part-time assignments.
- (3) The day to day meeting with those involved in 1.1 to 1.5 was not possible, therefore field personnel (system 1) had to be able to function well on their own. Some system decay was often caused by inevitable and inadequate monitoring to detect early what went wrong in the functioning of the various operations.

This was a danger here. It was not always practical for the Research Fellow and the Psychologist to gather feedback from operations personnel quickly enough. However, the problem was lessened, as 1.1 to 1.5 were not all operable at once, but operations were done on a phased basis.

- (4) The Forms, Figures i.e. Data sets, and Interview Schedules were the means by which information flowing from the outside world was filtered into the system.

- (5) System 4 performed a planning function and was the key to proper guidance of the study. It required up-to-date information on the context of the study such as, the nature of Governments, territories, etc. The Research Fellow, the Psychologist and the Project Coordinator who functioned as the Development Directorate, became aware of this, hence the investigation leading to Volume II,⁺ of the series.

Implementation Changes

When Diagram A with its complement Diagram B is compared with Diagrams C and D combined it will be observed that certain changes were made to A and B in order to launch the Study, realistically. The tasks and the systems of Diagrams C and D reflect the following changes:

i) ECE Lecturer:

The Van Leer Programme was virtually a new course in the School of Education. The ECE Lecturer had to organize and teach the course, while at the same time give guidance to those Teachers' Colleges which offer early childhood education as an option. In view of this heavy load it was not possible for her to participate in the study. Her role was included in the Project Coordinator's function.

⁺Grant, D.R.B. Life Style Study: Children of the Lesser World in the English-speaking Caribbean: Volume II. Ecological Characteristics of the Target Areas. BVLFC Centre for Early Childhood Education, Mona, Kingston 7, 1981.

ii) JBTE and Van Leer Programme:

As originally conceived the students of Teachers' Colleges affiliated to the Joint Board of Teacher Education and the Van Leer Programme were to work in the islands as Field Coordinators and Interviewers. Because of the inflexible nature of the time required for the interviews it would have been impractical to utilise the services of students who were obliged to follow a tight schedule. Another important consideration was that in order to ensure greater consistency and reliability in the interpretation of the instrument and in the training of the Interviewers it was imperative that the idea of Field Coordinator be abolished, and transfer responsibility for Training and monitoring the Interviewers to the Research Fellow and the Psychologist.

Additionally, early thinking on the use of Teachers' College and/or the Van Leer Programme students as Interviewers had to be modified because experience in a previous study by PECE had shown that low-no-income families were more open to teachers. Primary school teachers were usually well-known among a wide circle of parents, and had the knack of establishing a good rapport with them. The teachers know the home-language and have gained the confidence of the parents.

It was recognised also that if more than one visit had to be made to a household, the teacher was more likely to exercise the necessary patience.

(iii) Target Areas:

At the outset Barbados, Jamaica, and three islands in the Leeward and Windward groups were selected as the targets areas for the study. Upon the advice of Professor W.D. Wall, Scientific Adviser to the Bernard Van Leer Foundation, only two islands from each group were selected. However, "because of the unsettled nature of the governments and political machinery in the Leeward and Windward Islands it was considered prudent to collect information in/from a reserve island in each group, so that in the event of any eruption/dislocation occurring in one of the islands in the group, the reserve would be used to provide the representative responses from the regional group."

(iv) Consultants:

It was proposed that personnel involved in projects of a similar nature at the Harvard School of Education, Toronto University, and High/scope, would be invited to CECE for consultation and the development of an inter-relationship/collaboration in this and future studies. Only a one-way visit could be done -- from CECE to the institutions -- because it was unsafe to encourage anyone to visit Jamaica at that time -- violence was rife.

- (v) It will be noted that system 4 (Diagram D) emphasises the need for a knowledge of "total environment". The Team decided that in relation to the "Library Research", it was necessary to have some knowledge of "more than the living conditions of these children in their comparatively closed systems that serve as contexts for development." In fact it was agreed that:

"..... the local community (school and home) must be seen and interpreted within the national and regional contexts. The education and professional care-giver must become acquainted with the topography and ecology of the island community in order to give an intelligent perspective of the "pointers of disadvantages" in the midst of national and regional community structure, levels, settings and processes and problems."*

In the light of this observation it was decided that an Ecological Study of the Characteristics of the Target Areas should be a sine qua non of the Life Style Study -- hence the second volume* of the series.

From the details given in this Section it can be seen that the development of the Hierarchical Test Model (Diagram C) and the adoption of the Beer's Model have set the stage for consideration of the Life Style Study to move from a theoretical to a practical position.

* Grant, D.R.B. op.cit

SECTION III

FOCI

In the preceeding sections of this Monograph the operational concepts of the Study were presented within a theoretical framework. This section will focus on the strategies developed for collecting the data, taking into consideration Bronfenbrenner's observation that "ecological child development is the study which aims at providing a natural history of the child's developmental circumstances, and at documenting the salient features of the child's interactions with the environment."⁺

(i) Literature Survey:

One of the first tasks and operations on Level III of Diagram C was the Library Research. It was performed as follows:

Purpose:

- (a) To identify the literature that focuses on the condition of life and living, as well as on some aspects of the behaviour of people in areas in the English-speaking Caribbean.
- (b) To document salient points raised and highlighted by the writers of the materials reviewed, and to use them as reference sources for determining those variables that will lead to the inclusion of certain items in the Interview Schedule.

⁺ Bronfenbrenner, U. "Toward An Experimental Ecology of Human Development." American Psychologist, 1977. # 32, pp 513-531.

Process:

- (a) Selection of a UWI final year Library Science student, by the Documentalist, School of Education, UWI, to prepare a bibliography of the available literature in the different libraries on and off Campus. The title of the pamphlet is The West Indian Child: A Select Bibliography.
- (b) The Research Fellow and the Psychologist designed the Forms (Appendices I and II) for guiding the Research Assistant in her reading of the material in the ... Select Bibliography. The extratation of the "select points" was done under their supervision.

Product:

The Project Coordinator analysed, interpreted and synthesised the completed Forms, and produced The Life Style Study: Volume I: The Literature in Retrospect.⁺

(ii) Selection of Islands

The research sets out to study the home-environment of 0-3 year-olds in the English-speaking Islands in the Caribbean. It was therefore necessary to choose a sample of these islands.

⁺ Grant, D.R.B. *op.cit.*

- (a) Criteria for inclusion in the sample frame:
 - (a.a) Language: The mother tongue and language of communication must be English.
 - (a.b) History: The islands must have been part of the West Indies Federation, and are now members of the CARICOM.
 - (a.c) Education: The islands must be represented on the Council of the University of the West Indies.
 - (a.d) Interest in ECE: The island must have been represented at one of the Regional Training Institutes conducted by PECE and/or CECE between 1969 and 1978.
 - (a.e) Geography: The sample must be representative of the Leeward Islands, the Windward Islands, and the More Developed Countries (MDC) in the region.

(b) The sample:

The above criteria served as the bases for qualification for selection. The sample consisted of:

Leeward Islands: Antigua and St. Kitts, with Montserrat as reserve.⁺

⁺ Grant, D.R.B. op.cit.

Windward Islands: St. Lucia and St. Vincent,
with Dominica as standby.⁺

MDC: Barbados and Jamaica

(c) Island Involvement:

Soon after the Target Areas were decided on, the Project Coordinator visited each of the islands, and discussed the study proposal with the Permanent Secretaries and Chief Education Officers. In most cases there were interviews with the Hon. Ministers of Education, as well as with the Permanent Secretary in the Ministries of Health.

The topics covered at each interview included:

- Previous relationship of PECE/CECE with the Island
- History of the Study
- Rational of the Study
- Techniques to be used
- Cooperation being solicited
- Follow-up to the Study

The decisions arrived at, and the promises of "whole-hearted cooperation" made during the person-to-person contacts were confirmed by letter from the Permanent Secretaries/Education Officers to the Project Coordinator.

⁺ Grant, D.R.B. op.cit.

(iii) Ecological Characteristics:

The second study - task in Level III was to conduct an investigation into the "dimensions represented as inseparable factors of the island community in the form of community structures and community settings."

Purpose:

The intent of this investigation was two-fold. First, since the family-environment of the 0-3 year-olds bears some relationship to the behaviour settings in the island as a whole, it was imperative that knowledge and understanding of these settings be acquired in order to interpret the home-environment not in isolation, but within the context of the rest of the people, places and things. Second, the investigation was expected to raise certain questions which would form the source of some items for the Interview Schedule.

Process:

The investigation was facilitated by -

- (a) Person-to-person conference with Permanent Secretaries in the different Ministries of each Government;
- (b) Talks with staff members of the Planning Division in each island by the Project Coordinator;
- (c) The Office of Commonwealth Caribbean Population Census;

- (d) The Documentalist at the UWI Documentation Centre;
- (e) The UNICEF Library, Jamaica;
- (f) The Caribbean Community Secretariat;
- (g) The Caribbean Food and Nutrition Institute;
- (h) The Eastern Caribbean Common Market Secretariat.

Product:

The Project Coordinator terminated the visit to, interviews with, and contact with the reference materials in the islands with the publication of Volume II: Ecological Characteristics of the Target Areas.⁺

(iv) Method of Obtaining Information:

An important decision to be made by the Development Directorate (Diagram D, system 4) was what method should be used for obtaining the data on the home-environment of the 0-3 year-olds. The possibilities examined were:

- (a) by sending a questionnaire to the parents,

⁺ Grant, D.R.B. Life Style Study. Children of the Lesser world in the English-speaking Caribbean: Volume II - Ecological Characteristics of the Target Areas (Mimeo). The BVL Centre for Early Childhood Education, Mona, Kingston, 1981.

- (b) by asking older siblings to supply the necessary information,
- (c) by personal visit to and interview of the mother at home.

It was decided to rely on the third option (c) because for obvious reasons the other two would be somewhat unreliable and/or unsatisfactory for this study.

The Interview approach was thought most appropriate because:

- (d) the literacy level of the respondent would not influence to any great extent the reliability and/or validity of the responses,
- (e) a question could be re-phrased to solicit response to a question which under other circumstances would be left unanswered.

(v) Why Interview the Mother:

Since the "process variables"⁺ are considered so important in the development of a child, especially within the context of mother-child relationship, it behoved the Development Directorate to make the assumption that the mother was the most important socialising agent for the underprivileged 0-3 year-old. Guided by some empirical evidence from other studies* it was fair to assume, also that the nature of the mother-child interaction would have critical consequences in shaping the child: resources for cognitive, social and emotional functioning.

⁺ Dave, R.H. op.cit

^{*} Lealy, A.M. op.cit

Chazan, Maurice op.cit

(vi) The Parents' Interview Schedule (PAINTS)

Initially it was decided that the survey would focus on three main areas of child development - the Social and Emotional, the Cognitive and the Physical. Although the model for investigation represents development in three separate aspects, the three are inter-related, and factors affecting one area would very likely influence the other areas, either directly or indirectly.

At the outset the factors in each of the three areas were detailed as follows:

Physical

Nutrition (breast feeding and other foods)
Hygiene
Illness
Physical defects
Use of health services
Immunizations

Cognitive

Language use in the home
Level of literacy of adults in the home
Materials available for use and attitude of adults to their use.

Parents' expectations of school and attitude to early school attendance.

School performance of 3-6 year-olds (Follow-up phases of the study)

Social and Emotional

Family structure - absentee mother/father

Number of siblings, age ranges

Income - source : reliability : adequacy

Parents' aspirations

Relationship with parents and other adults in the house.

Relationship with siblings

Type and severity of punishment

Relationship with teachers - 3-6 year-olds

Relationship with peers at school - 3-6 year-olds

Parents' membership in church/groups

Parents' membership in community group

Principles For Determining the Format of the Interview Schedule:

Later, when it was decided that the information targeted for collection had to be narrowed down considerably, the following baseline criterion for selecting material was given by the Project Coordinator. All questions on the Interview Schedule should provide information on the context in which the child develops rather than on the child's development. In addition, the following guidelines were agreed upon for developing The Interview Schedule:

- (a) its size and format should be such that it is easily administered by the Interviewers,
- (b) the wording of the questions should be clear and unambiguous in meaning,
- (c) the information obtained to the questions should be as factual as possible,
- (d) on the average interview should not require more than 30-40 minutes to complete.

Developing the Interview Schedule:

The development of the Interview Schedule was the most important task to be undertaken. Basically, the Schedule for this phase of the study had to be designed to collect critical information on the behaviour setting in which the child develops, rather than on the child, in order to make generalisations on the "pointers to disadvantage".

Process outline:

- (i) First draft by Project Coordinator, making use of "Volume I: The Literature in Retrospect", and "Volume II: Ecological Characteristics of the Target Areas", as source materials, and in conformity with the Principles (p. 33);
- (ii) Examination of the draft by the Research Fellow and the Psychologist;
- (iii) Discussion and consensus on the Guidelines for selection of questions for the Schedule being guided by the experiences of UWI students who had used the PAIS⁺ and RESQUE* instruments;
- (iv) Preparation of the Second Draft, and submission of the same to other Faculty members for comments;

⁺ Grant, D.R.B. Parent Interview Schedule: PECE, Bernard Van Leer Foundation UWI, Mona, 1970.

* Grant, D.R.B. and George Alexander. Readiness for School Questionnaire: CECE, Bernard Van Leer Foundation UWI, Mona, 1974.

- (v) Pilot/Field testing in (a) Jamaica, (b) other islands;
- (vi) The final Interview Schedule -- its content.

Process detail:

The Project Coordinator produced the first working draft of the Schedule, which was comprised of questions covering a wide ranging area related to all the foci of the study. These were examined on the basis of the extent to which the questions:

- (a) would be understood and subject to one interpretation by the interviewer/ interviewee;
- (b) could solicit information on the context in which the child develops, and not on the child;
- (c) would readily be answered, and had a high information content;
- (d) would require very little reflective information;
- (e) would yield verifiable data, unbiased by the "peculiar characteristics" of the interviewer;
- (f) would be sensitive to distinctions and/or differences between types of communities.

Additionally, it was agreed that there should be some room for the interviewer to note general opinions and impressions of the home-conditions. Space for these was provided at the end of the Schedule.

On the basis of these guidelines (a-e, above) the Research Fellow refined and selected questions which formed the second draft of the Schedule that was distributed among other faculty members for comments and suggestions.

After making certain modifications in compliance with the observations received, the Interview Schedule was field tested in Jamaica and some of the islands.

Pilot/Field Testing:

The pilot interviewers chosen to conduct the pilot studies were graduates in Education with considerable experience in survey field work. They work in the field of Early Childhood Education as teacher trainers, and are conversant with the interviewing techniques and with the types of parent/individual they would be interviewing.

Each of these pilot interviewers tried the Schedule on 10 low SES households (with at least one 0-3 year-old) in rural and urban communities respectively.

They were given the following instructions:

"While you will be using the instrument and conducting the survey exactly as if this were the main investigation, we are asking you at the same time to be as keenly aware as possible of the performance of the interview Schedule itself.

In particular we would like you to note whether there are any questions.....

- (a) which are inappropriate - no answer or irrelevant answer
- (b) which suggest the answer to subsequent questions
- (c) whose emotive nature disrupts attempts at obtaining accurate answers to later questions
- (d) which interest and motivate the respondent and could be placed earlier so as to have maximum effect
- (e) whose language or phrasing makes it difficult for the respondent to understand what is being asked
- (f) which are ambiguous - unclear in meaning

You are asked also to note the total time taken to complete each interview and any particularly time-consuming points.

Finally do not submit only some responses - those of your more cooperative subjects. Indicate those among the subjects who were reluctant or needed special persuasion, those in the sample who refused to be interviewed."

Apart from what would be learned from the pretesters, it was hoped to discover during the pilot survey:

- (i) whether the sample frame was adequate,
- (ii) how efficiently the Schedule/the interviewer did the job.

The sample size of the pilot survey was too small to give an accurate estimate of variability, but it did confirm estimates reported from other sources.

Pilot Test-Findings

The field-testers reported having very little difficulty gaining access to the individuals in the sample and obtaining responses from them. They explained that in communities where they were not known, visitors familiar with the communities gave them invaluable assistance.

Initially the duration of each interview was between forty and fifty minutes. This was reduced to thirty minutes or less as the interviewers became more familiar with the questions on the Schedule and with the technique of presenting the questions.

Many questions had to be rephrased in the vernacular so that the respondents could understand them.

Respondents tended to speak about unrelated matters, but although this was costly in time it was necessary in order to establish rapport and thus get the necessary information.

The interviewers experienced difficulty in getting information on income, but it was found that the use of mature interviewers helped to overcome this problem. This feature was implemented in the survey. Therefore instead of using students which was the original plan, interviewers actually used for the survey were practising Early Childhood Education teacher trainers.

There were minor points of difficulty with individual questions, and necessary changes were made to produce the final form of the Parent Interview Schedule (PAINTS)⁺

The Parent Interview Schedule (PAINTS)- (Final)

As a result of the Schedule having gone through the various stages of development indicated under "process" on pp. 34-36, it took shape and was finalised in the form described below. Within the framework of the criteria described above, the Schedule is designed to obtain information which relates to the degree of environmental stimulation available to the underprivileged child and which will help to define the poverty of his family-environment in terms of the material things and conditions usually taken for granted by the privileged.

Although there is considerable overlap between item clusters, some attempt was made to have the following categories represented on the Schedule:

(i) Ease with which information was obtained

The interviewer was asked to record the number of visits made to complete the interview, and the status of the interview and the cooperativeness of the interviewee.

(ii) Information for identifying sub-population

This category of information consists of:

- (ii.a) age, sex, birth history and health status of the child,

⁺ Grant, D.R.B., Elsa Leo-Rhynie, and George Alexander. Life Style Study: Children of the Lesser World in the English-speaking Caribbean: Parent Interview Schedule. (PAINTS). The Bernard Van Leer Foundation Centre for Early Childhood Education UWI, Mona, Kingston 7, 1980.

- (ii.b) occupation and education status and level of the parents;
- (ii.c) family structure -- presence of father in the home, marital status of parents, other adults in the home, size of family, etc;
- (ii.d) adult and/or peer inter-action with the child;
- (ii.e) size and type of house, and facilities;
- (ii.f) home resources -- books, toys, radio, T.V., play-area;
- (ii.g) child's possessions: books, toys, own bedroom;
- (ii.h) child's range of mobility -- where and with whom allowed to play, excursions outside the home, other social encounters.

These variables include those that have been traditionally used to assign social status to people. Green, Hofmann, and Morgan⁺ claim that these kinds of variables have been found to be consistently related to the intelligence and achievement level of children. Similarly, the results of the 1966-67 national evaluation of Head Start,

⁺ Green, R., L. Hofmann and R. Morgan. "Some Effects of Deprivation on Intelligence, Achievement and Cognitive Growth." Journal of Negro Education, 1967, Vol. 36, pp. 5-14.

indicated these variables as being significant predictors of children's gains during the year. Additionally, there is evidence that these variables have "logical relevance to the cognitive stimulation and/or emotional support available for the child."

Section 7 of the Schedule provides for the Interviewer to record her observations about the living facilities, the neighbourhood, certain features of the household, and a description of incidents, comments, expressed hope and/or despair "that lifted you, that caused you much concern, that shocked you."

SECTION IV

ADMINISTERING THE SCHEDULE

The rubric to the Schedule points out very clearly that the Interviewer should

"interview the female parent or guardian of the child. If there is no female parent or guardian, as head of the household, then interview the male head....."

The operative term in this rubric is, HEAD OF THE HOUSEHOLD and the strategy for executing this task involves the following process:

1. Selecting the Interviewers;
2. Training the Interviewers;
3. Executing the Interviews under the supervision of the Research Fellow and Psychologist;
4. Coding the responses.

(i) Selecting the Interviewers

On page 22 (para. II) it was pointed out that the concept of using students of Teachers' College and of the Van Leer Programme was changed. The criteria for selecting the interviewers were, that they:

- (i.a) should have attended at least one of the Regional Training Institutes conducted by PECE and/or CECE;
- (i.b) should have some experience in working with parents and guardians of young children;

- (i.c) should be engaged as a teacher, or in an ECE learnship role, at the time of the interview;
- (i.d) should have a knowledge of the communities in which the target-households are situated.

Using the above criteria as a guides, the Project Coordinator selected the interviewers from the staff of:

- (i.a.i) the school inspectorate in Antigua, Jamaica, Montserrat and St. Vincent;
- (i.a.ii) Early Childhood Education institutions in Barbados;
- (i.a.iii) Early Childhood Education Programmes in Dominica, Jamaica, St. Kitts, St. Lucia.

In each island the selectees were/are teachers well-known in the island community.

(ii) Training the Interviewers:

(a) The Interviewers

On page 12 mention was made of the need to train the Interviewers with a view to, inter alia, establishing a common and reliable standard of operation.

The training sessions were conducted in Jamaica on 30th July, and in Barbados over three days, beginning on 14th November, 1980.

Interviewers from and in Jamaica were:

<u>Interviewer</u>	<u>Parish</u>	<u>Target Area</u>
1. Mrs. Enid Lewis	Clarendon	Sugar Cane, Manufacturing
2. Mrs. Eugene Robinson	St. Mary	Farming
3. Mrs. Peggy Cooke	St. James	Hotel, Manufacturing
4. Mrs. Joyce Garrick } 5. Mrs. Pauline Ritchie }	St. Ann	Farming, Hotel, Bauxite
6. Mrs. Edith Jones	Corporate Area*	Manufacturing*
7. Mrs. Roselyn Blackwood	{ Westmoreland } { Manchester }	Bauxite, Sugar Cane
8. Mrs. Clarissa Kerr	{ St. Elizabeth }	Fishing
9. Mr. Aston Forde	St. Thomas	Sugar Cane
10. Mrs. Enid Simpson	St. Catherine	Fishing
11. Mrs. Josephine DaCosta	Portland	Moore Town (Maroon Settlement)

With the exception of Mr. Forde, Mrs. Cooke and Mrs. DaCosta, the interviewers are travelling officers, therefore the cost of travelling in connection with the study was borne mainly by the Ministry of Education. In the case of numbers 3, 9 and 11, the full travelling was paid from the Life Style Study Budget, at the Government's rate.

* Because of the magnitude of the violence in the Corporate Area, it was not possible to include this area in the study.

In Barbados⁺ the training was done over three days for:

- | | |
|----------------------------------|---------------|
| 1. Miss Christophene Williamson: | Antigua |
| 2. Miss Vyleen Hazel | : Dominica |
| 3. Mrs. Jennifer Michael | : Montserrat |
| 4. Mrs. Leonie James | : St. Kitts |
| 5. Miss Marcia Lesmond | : St. Lucia |
| 6. Mrs. Winnifred King | : St. Vincent |
| 7. Miss Hettie Guy | : St. Vincent |

All of these Interviewers had to travel by 'plane to and be accommodated in Barbados. In each case the Government assisted with the travel arrangements, and in the case of St Vincent the Permanent Secretary chartered a 'plane in order to get the two ladies to Barbados on time. Additionally, the Governments granted the Interviewers the "Leave of absence" necessary for them to collect the names of the children from the clinics, and to conduct the interviews. In all cases travelling was charged to the Government as "normal travel claim."

(b) Content of the Training

Generally, the training was done
 (i) in whole-class discussion, and
 (iv) on a person to person basis by the
 Research Fellow, Psychologist with
 individual Interviewers.

⁺ The two from Barbados (Misses Marcia Porde and Verna Hewitt) who were absent because of their official vacation plans, received their training in March 1981.

(b.i) The Content Outline

1. Background to the Project.
2. Rationale⁺ for examining the selected areas.
3. Meaning of Household.
4. Research Technique.* Interview as a tool.
5. Detailed examination of the Schedule.
6. Sampling Procedure.
7. Individual session with Interviewers.
8. Follow-up activities.

(b.ii) Sampling Procedure

in the case of the sampling procedure, the following guidelines were decided on:

1. Age-range of children in qualifying Households: 0-3 years old between 1st January and 30th April, 1980.
2. Sources of information re existence of this age range:
 - (2.a) Health Centres/Clinics where pre-natal treatments were given.
 - (2.b) Maternity hospitals

⁺ Appendix III .A

• Appendix III. B

(2.c) Older siblings at school (Basic, Infant, Primary) may be tapped for information.

(2.d) Church-christening register.

3. Economic status of subjects should be limited to under-privileged households -- low-no-income bracket families.
4. Ample representation: proportionately represent urban and rural areas, and type of predominant occupation of/in the island.

It must be emphasised that the method of random sampling had to be organised to obtain an appropriate sample frame for each island, for example:

- In Dominica and Montserrat only scattered listings from some Health Centres were available, so listing had to be completed through personal contacts in the capital and its environs, and from the entire island, respectively. From these listings random selection of 60 and 50 Households, respectively was done.
- The comprehensive nature of the Hospital and Health Centre records in Antigua, Barbados, Jamaica, St. Kitts and St. Lucia allowed for their use as sample frames.

- Ensuring proportional representation in different districts in St. Vincent was not as straightforward. The majority of their 0-3 population was delivered and registered in the Kingstown General Hospital, regardless of whether or not their parents lived and worked in the area. Those children born outside of Kingstown General Hospital were registered through the rural post offices. The Carib population was registered at the Sandy Bay Post Office.
- The field officers for St. Vincent were advised to select a proportionate sample, (N = 130) based on the formula discussed, and from the lists obtained from these sources.

The distribution of the Samples for the Target Areas is shown in Table I.

TABLE I
Showing Distribution of Samples in Target Areas

Antigua	Barb.	Dom	Jam	Mont	St. K	St. L	St. V	Total
80	200	63	885	33	100	128	130	1,619

(b.iii) Follow-up Activities

Because of the scattered nature of the islands, it was imperative for the follow-up activities to be structured as follows:

- (a) The Project Coordinator, the Research Fellow and the Psychologist visited the islands to

- supervise and monitor the interviews,

- resolve problems at different stages of the field operation,
- collect the completed schedules,
- debrief the interviewers, for information to assist coders.

- (b) The completed Schedules were contracted to a Research Assistant for analysing, coding, and card punching;
- (c) The Project Coordinator, the Research Fellow and the Psychologist collectively/individually are to write the Monographs, based on an initial interpretation of the data;
- (d) The data is banked with full supporting documentation, so as to facilitate easy retrieval in the future.

(b.iv) Data Processing (Coding)

The Schedules returned by the Interviewers were double-checked for completeness and inconsistencies by the Research Assistant. Coding was begun before all the Householders in the Samples of the Target Areas were interviewed -- that for Jamaica was done first, and that for Barbados, last.

Hand coding of the completed Schedules was done by the Research Assistant, and the data was key-punched at the Computer Centre situated below the CECE office.

A comprehensive codebook was developed by the Research Fellow in order to guide the Research Assistant in the transferring of the information from the schedule on to the storage medium used in data processing. The information from each schedule was able to be contained within three 80 column punch cards, with careful design which nevertheless conformed to principles outlined by Sonquist.⁺ The data analysis utilised routines from SPSS - the Statistical Package for the Social Sciences.

⁺Sonquist - "Survey and Opinion Research" pp. 73 ff.

SECTION V

LIMITATIONS/PROBLEMS

It is very difficult to find a research study that was not guilty of certain limitations despite its tremendous contribution to the existing knowledge and understanding of the related discipline. This Life Style Study is no exception.

Limitations

The study as conceived was exciting; it was breaking new ground, and its contribution will be inestimable in the field of child development and curriculum planning. But the scattered nature of the Target Areas -- separated by sea -- militated against the close supervision and monitoring of the interviews conducted by so many different people under so many different conditions. As a result the question of reliability will be raised, but it is safe to say that changes in circumstances were compensated for and balanced by the Project Coordinator's intimate knowledge of and good relations with the islands. He was therefore, able to anticipate and correct errors of judgement in the field by checking and cross-checking information and interviewer behaviour and questions.

It is conceded that the sampling procedures could not have been monitored as closely as was necessary. However, the reports of the procedures by letter, and the guidance given through the post, seemed to have resulted in a satisfactory approach.

Although the Target Areas boast of certain common denominators, it is too early to claim validity and reliability for the demographic and sociological perspective of the Schedule. Nevertheless,

the stage has been set for this to be tested -- maybe by students in the Van Leer Programme of the School of Education.

Another important question of reliability has to do with the responses of the interviewees. Do they say what they believe the interviewers would like them to say? To some extent it is safe to assume that the possibility of "cover-up" occurring was minimised, and sometimes off-set by the Interviewers' indepth knowledge of the households in their sample areas -- they are able to check and re-check the informant's bias and discrepancies.

It is not impossible for other limitations/ desiderata to be advanced, especially by those who would have conducted this study differently. This is as it should be, since researchers are human beings gifted with a creative individuality. The most important assurance, however, is that the findings of the study are generalisable to the under-privileged in the English-speaking Caribbean region as a whole.

Problems

Despite the care with which the time-table for the research activities was drawn up, as time went on the stark realities that faced the interviewers in the different islands gave rise to problems and delays. It is true that no interviewer -- except the one in the Corporate Area in Jamaica -- was deterred by the obstacles, but the time-frame of the study was dislocated, and a play-it-by-ear reschedule had to be adopted after the publication of Volume II which was on time. One important lesson learned from this exercise is that when dealing with Target Areas as diverse as the Caribbean, especially at this stage

of their political and social development, one must expect unexpected setbacks.

There are reasons for what appear to be a slow rate of progress in the study. The first problem concerned Barbados. The two interviewers were granted the "vacation leave", to which they were eligible, from September to December, 1980. This meant they could not attend the Training Session in November, and so could not begin their interviews concurrently with their peers in the other islands. It also meant making arrangement for their training in March, 1981, and re-scheduling some of the follow-up visits.

Some islands were engrossed in political problems which delayed the start of the study. In Dominica, the then impending general elections following upon Hurricane David created an atmosphere not suited to the study during that period. The unsettled state of the leadership in St. Lucia made it well-nigh impossible for the interviews to be conducted then -- the mood everywhere was sour.

In Jamaica the reign of violence and the low national morale in 1979 and 1980 impeded the field activities. In fact, but for the steadfastness of the Interviewers and their personal relations with the householders, it would not have been possible to complete all but one (Corporate Area) of the sample areas. More recently, and occurring almost daily, the plague of the electricity outages resulted in a build-up of back-log of work at the Computer Centre. Since 1981 the University campus has been bedevilled by two strikes lasting over two and three weeks.

Another type of delay was experienced in St. Vincent. The eruptions of Soufriere necessitated the re-location of large groups of people, many of whom were listed to be interviewed. But their new addresses were not known. Generally, each change of address -- a common experience in the study -- meant one or two wasted journeys to the old address before being aware of the removal.

Surveys had recently been done by the Ministry of Agriculture in St. Lucia, and throughout the Eastern Caribbean a population census was in progress. This meant spending more time with each interviewee explaining the difference between the purpose of each survey.

The most effective time for visiting the householder was, in the main limited to the late afternoons and in the evenings. This meant facing the hazard of finding most of the homes in unlighted areas, and limiting the number of interviews that could be done daily.

Additionally, some of the householders are known by a name other than the one on the official register of the Health Clinic, etc., therefore sometimes several visits had to be made to establish identity.

A socio-ethnic problem was posed in St. Vincent. The Caribs live in a reserve area with a closed system; and situated very far from where the Interviewer lives. However, entry was gained by the Interviewer being accompanied by a Carib who was one of her students at the Teachers' College.

In spite of the limitations and the problems described above, it must be pointed out that once contact was made with the householders, the vast majority of them were extremely cooperative to the point where "some people responded too much, and even some of those who were under stress would open up after a while." It must be noted, also, that wholehearted cooperation in all the islands was gained mainly because the interviewees were assured that "this survey was sponsored by the Van Leer Foundation and the University of the West Indies" -- a guarantee that there was no political flavour to it.

Conclusion

It is hoped that the findings resulting from the Dynamics of the Life Style Study of the underprivileged child in the English-speaking Caribbean will illuminate and enrich understanding, help to improve practices, and create a desire to know more about the unknown. It is hoped, also, that it will encourage further searches for more data that will make everyone who is interested in and concerned with the care and education of the young child sensitive to and appreciative of his/her potential.

SECTION VI

APPENDICES

APPENDIX I

OUTLINE OF RESEARCH REPORT

Title of Work:

Author(s):

If included as part of a collection of articles,
Editor(s):

Title of the Collection

Publisher/Name of Journal:

Year of publication:

This work is

1. An empirical study
 - (a) Paper ()
 - (b) Thesis ()
2. A Sociological report
 - (a) Paper ()
 - (b) Thesis ()
 - (c) Book ()
3. Other ()

This work belongs in the following category/categories:

1. Identification of existing conditions which might affect the development of Caribbean underprivileged 0-6 year olds. ()
2. Comparative analysis of the children's life styles ()
3. Information on the 'range and nature' of environmental experiences available to these children. ()

1. Country/countries in which research carried out:
2. The Sample:
 - (a) Sample size:
 - (b) Method of selection:
 - (c) Details of sample e.g. age range, sex, ethnic group differences etc.
3. References and Bibliographic entries which may be of interest and value.

APPENDIX II

REPORT ON AN EMPIRICAL STUDY

1. Aim(s) of Research: (Hypotheses posed, questions asked, objectives stated)
2. Type of Investigation: (Survey, Experimental etc.)
3. Data Collection
 - (a) Variables identified:
 - (b) Instruments used for measurement:
 - (c) Reliability and/or Validity of Instruments:
4. Data Analysis - Methods used.
5. Results
6. Conclusions
7. Recommendations offered (if any)

REPORT ON A SOCIOLOGICAL REVIEW

1. Aim(s) of the Investigation (Assumptions or premises explored, questions asked, objectives stated)
2. Extent of Investigation
 - (a) Micro e.g. village, small area
 - (b) Macro e.g. islandwide, large area
3. Information Collection - strategies used.
4. Results
5. Conclusions
6. Recommendations offered (if any)

APPENDIX III
TRAINING INTERVIEWERS

A. OUTLINE OF AND RATIONALE FOR THE INVESTIGATION

1. The staging of the research project is to facilitate study of the transition from a home to a school environment. The decision to make the initial stage - the survey of 0-3 year-olds - a broad based one, followed by a narrowing down for the final three stages.
2. The 0-3 Survey: These children operate within a restricted context, the home. Thus the study is limited to a study of the home environment. The 'life style' of the children will be determined by
 - (a) the amenities provided, and
 - (b) the interaction and stimulation they are afforded within the home.
3. The Life Style Study is therefore an ecological survey of children. The interview schedule was designed with three aims in mind, viz:
 - (a) to determine the nature of the physical environments of the children;
 - (b) to investigate the quantity and quality of the interactions they engage in within these contexts,
 - (c) to explore the caretaking and rearing practices to which they are exposed.

4. The instrument was constructed with certain criteria limiting what was to be included. These were:

- (a) the questions should be answerable if the interviewer visits the caretaker at home, BUT DOES NOT SEE THE CHILD,
- (b) the schedule should provide information on the CONTEXT in which the child develops, rather than on the child's development.

B. TECHNIQUE

Objective: To collect information on a particular aspect of function or 'state'.

Operations: i) Ask the correct questions. (our job)
 ii) Rid responses of bias and lack of precision. (your job)

The Components of your Job

1. Selecting a sample.
 Ensure equal chance of representation.
 Comprehensive sample frame. Basis for random selection.
2. Locating respondents.
3. Obtaining an interview.
 Make sure non-response rates are low.
 Justify request for information.
 Establish credibility. Be honest.
4. Ensure (guard) the quality (= richness of information content), accuracy and therefore value of the responses.
 Be clear in presenting questions. Ensure understanding, use vernacular if necessary - yet do not alter the sense of the question.
 Probe (for clarification) after response, but do not lead.
 Encourage additional responses with CAREFUL exploratory probes.

5. Record meticulously and fully.
Comply with instructions.
Add comments. Check figures.
Fill in omissions.
Leave no blanks.